

Alternative Education On-site Monitoring Visit Rubric

Reviewer: Sue Foxx

Date: 11/27/07

Alternative Education Program: Scottsburg MS Academy Program

Contact Person: Arlene Schulze

Kristin Nass (principal) and Diana Johnson (teacher)

School Corporation: Scott Co School District 2 (7255-3)

Phone: 812-752-8921

Alternative Education Programs will be required to share documentation for each component during the site visit. If documentation is not available on-site, the alternative education contact person will be required to submit documentation to the IDOE within seven (7) days of site visit completion. Programs will be given an Unsatisfactory or Satisfactory for each component. Programs receiving an Unsatisfactory for any component will be required to address those issues in order to remain an approved program.

COMPONENT	DOCUMENTATION SUGGESTED	DOCUMENTATION PROVIDED	S	U	COMMENTS
Corporation and Community Support	-Board minutes -Letters of support -Joint agreements -Newspaper articles -Advisory Group list	Board minutes 9/25/07 School Newsletter Advisory Group	X		School newsletter article on Academy mural written by students. Academy video prepared by students for School Board tour. Advisory group includes Dropout Prevention Task Force and strategic school personnel. Program brochure explains the program Teacher meeting presentation acquainted teachers with the program.
Alternative Education Components	-Curriculum -Instructional Methods -Scheduling -Engagement strategies -ISP -Grant application	Lesson plans Mastery program at 'B' Differentiated Instruction Modified schedule Acad. of Reading computer program used for remediation Grant Art therapy Interest based lessons with projects Wellness programming	X		Curriculum follows corporation but uses different approaches/materials as needed. Double block of math and language arts to address skill deficits. If in program more than 9 weeks, will integrate other core content areas. Students start in program for a full day and then transition out a class at a time. Programming is designed with behavioral interventions such as a behavior sheet and level system with clear academic and behavioral benchmarks which students graph. Students prepare portfolios and do student led conferences that promote responsibility and parent involvement. Parent reports are sent home daily.
Small positive learning environment for students/staff	-Staff & Student roster -Prof. development plan -School Improvement Plan -Advisor/Advisee programming	Rosters Staff Meeting agenda SUCCESS program Individual/group counseling	X		Small learning environment 1 teacher for 7 students. Professional Development Plan same as MS with focus on differentiated instruction. Counselor teaches student success skills and facilitates topical issues with students.

	Staff meeting agenda				
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On-site Observation Components

During the site visit, IDOE personnel will visit sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual programming matches descriptions that were provided in the grant application; that students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content and alternative strategies. Each program will receive a mark of “Satisfactory” (S) or “Unsatisfactory” (U) for each component. Programs receiving a “U” in any component will be required to address deficiencies.

COMPONENT	DATE	S	U	COMMENTS
Programming matches description in grant application.	11/27/07	X		Full day MS program with double block math and language arts. Transition component as meet goals. Primarily teacher directed with computer-based programming to remediate skill deficits.
Students appear engaged.	11/27/07	X		Observed students painting Academy mural. Student explained the imagery and process for approval. Students were engaged and were able to explain the level system and demonstrate the computer programming. Some students were on a field trip. Student explained the ‘camp chair’ reward and graphing of academic and behavior performance.
Location supports a positive learning environment.	11/27/07	X		Program operates out of a classroom at the MS. MS is relatively new with innovative scheduling, strong leadership, and a collaborative approach. Classroom was very inviting with strong visual cues for expectations and encouragement.
Teachers appear knowledgeable and caring.	11/27/07	X		Teacher encouraged students to share and offered prompts as appropriate. Many visuals to reinforce concepts. The art teacher expressed pride in the student’s effort and work. He held them accountable for all aspects

				including clean up. Staff appeared flexible and able to adapt programming to meet student needs. Interchanges with students were positive.
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Compliance Components

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation must be provided as part of the site visit monitoring. The alternative education contact person listed for each program will be contacted about documents, policies, or descriptions that will be required for the compliance components. Documentation can be submitted prior to or at the visit. Failure to provide documentation will result in removal from the approved program list.

COMPONENT	SUGGESTED DOCUMENTATION	C	NC	COMMENTS
Policies & Procedures	-Student Handbook -Entrance/Exit Criteria	X		Handbook same as for MS. Full day schedule but will need to monitor 2 hour sessions as students transition out to science/social studies. Students are referred into the program based on academic challenges. The student and their parent discuss the placement with the principal. Entrance/Exit criteria is well defined so potential for student success is high.
Staff Qualifications and Employment by Corporation	-Licenses (Teacher, Administrator, Social Worker, Counselor) -Documentation from HR dept. -HQ document	X		Licensed teacher employed by the corporation (General Elementary/LA/Special Ed licensure).
Health and safety laws and regulations	-Safety plans and/or records -Physical location description and/or Department of Health documentation -Evacuation plans -Student release policies -Transportation policies (as applicable)	X		Safety plans and drills as part of the MS. Transportation provided.
Financial viability	-Other Grants applied for/received -Description of how last alt ed distribution funds were spent -Description of corporation 1/3 match.	X		No outside grants at this time. Budget exceeds required match and allocated primarily to staff, technology, and materials.

2 Hour Session/ School Day	-School schedule	X		Full day program but as meet goals, students transition back for science and social studies. Offer programming for full school calendar of 180 days.

Comments: This is a well designed and implemented program with strong leadership and committed staff. Students are encouraged and supported in a variety of ways within the program and re-enter the traditional school gradually to insure success. Class size is very small by design to facilitate relationships, improve academic achievement and remove barriers to learning.